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AUTHOR Larsen, Howard B.; Reitan, Henry M.
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ABSTRACT

An initial task in starting a program of community services is to plan to develop and prepare fo offer a program designed to achieve the purposes and goals of the college. The procedures used to analyze the expectations and needs may be as varied as the final programs, but there are certain basic considerations which are common to them all. These considerations represent segments of the planning process that are inseparably intertwined. To consider any one segment in isolation from the others is to consider only a portion of the total problem; to deal with the total problem requires a comprehensive study of all dimensions and functions of an institution. The four major segments in this planning process are: (1) defining of the institutional mission; (2) providing an opportunity for systematic involvement of community action groups; (3) devising a scheme for program development; and (4) requiring sources of information both within the district and without. Each of these planning segments is dealt with in detail and modes of articulating the segment with others in a composite program of planning are suggested. (Author/AL)

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PLANNING COMMUNITY SERVICES

Howard B. Larsen

Henry M. Reitan

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PREFACE

Successful programs of community services do not spring upon the scene full blown. They have a planning and development past. If the past is a good one, they have a future. The adequacy of planning for community services will, in large measure, determine whether they will be successful. A good planning past is one in which all relevant variables have been taken into account. The resulting community services program is a synthesis of those variables; a translation of the unique academic philosophy and educational needs of the particular community college district into a specific program of community services.

An initial task in starting a program of community services, therefore, is to plan to develop, and prepare to offer a program designed to achieve the purposes and goals of the college. The procedures used to analyze the expectations and needs may be as varied as the final program shapes they mold, but there are certain basic considerations which are common to them all. These considerations represent segments of the planning process that are inseparably intertwined. To consider any one segment in isolation from the others is to consider only a portion of the total problem. To deal with the total problem requires a comprehensive study of all dimensions and functions of an institution. And that is not a simple task.

The first segment in the planning process requires a definition of the institutional mission. It is axiomatic that a community college must define its purposes and goals before community service offerings are planned. The college offerings thus conceived are congruent with the accepted and publicly stated institutional mission. Further, they represent an attempt by the institution to fulfill its educational commitment to the community. Likewise, specific offerings responsive to the clientele served must be agreed upon before logistical decisions can be reached on such matters as faculty to be employed, the kind of physical facilities to be secured, and the finances required.

The second planning segment relates to providing an opportunity for systematic involvement of community action groups throughout the community

college district. To accomplish both implementation of college philosophy and meeting community educational needs a format must be developed for involving these groups in the community service planning and decision-making process.

Third, the planning process requires devising a scheme for program development. Planning for planning! Though the need for considering all accessible and relevant factors before embarking on a community services program seems self-evident, the fact is that it is not commonly done. The fragmented approach to program development may be a function of funding or may be due to ignorance of all the factors that must be evaluated as well as lack of knowledge of how to coordinate all the related parts. The process of planning requires a way these disjointed parts can be made to fall into an orderly sequence. The entire planning process is summed up in this sequence. When graphically portrayed, it serves as the "trip map" for the planning operation. Here are shown both the unique and overlapping roles of the planning committee and the appropriate instructional committees appointed to conduct the segments of the community needs studies. Also indicated are the possible roles which educational planners and consultants can play and where their most effective contributions can be made. Perhaps most important of all, the diagram can portray the inseparable interrelationships among the institutional factors which pertain to the determination of institutional needs of any sort.

Finally, those involved in planning require sources of information, both within the district and without. These resources can offer assistance in defining the relevant factors; e.g., programs which may have been successful in comparable situations; alternative modes of organizing programs of educational outreach; and the problems or difficulties associated with wholesale translation of a program to another setting without careful assessment of its appropriateness in the new situation.

The four sections which follow deal in detail with the elements related to each planning segment. Each section seeks to identify the relevant elements, place them in perspective one-to-another, and then

to suggest modes of articulating the segment with others in a composite program of planning. The resulting model for planning can serve as the means for generating base-line data for application to the planning, implementation, and evaluation of programs of community services.

Howard B. Larsen
August, 1971

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SERVICE ROLE OF THE COMMUNITY COLLEGE

Community service has long been identified as one of the five major functions of the community college. This service-oriented role has been drastically accelerated during the decade of the 1960's through the combination of an increase in numbers of institutions with improved program capabilities and the national involvement of education as an instrument of social change to resolve social dislocations within our society due to our rapid social and technological change. As a function of this combination, the educational role of the community college has rapidly evolved from the restricted view of an attenuated "liberal arts" college to that of an educational action agency meeting community needs through an extensive program of community services. Myran suggests that the community college is

> ....being identified as a major focus for the compensatory and the continuing education of adults. Our colleges are to be the centers of continuing programs of career education and of corrective and compensatory education for post high school young men and women. The colleges are accepting the role of facilitator and catalyst as community projects are developed and implemented....
>
> Problems related to technology, race, poverty, and urbanization have mandated a broadening of the college mission to provide a more viable base for the development of human resources within the community....
>
> Of all community college programs, community services most clearly reflects the socioeconomic structure of the community and in that sense are...the most provincial of all programs. Since community services extends educational services to community groups untouched by conventional college programs, new and innovated organizational and instructional approaches are often required and may in turn influence the traditional approaches of the entire college. Foremost, community services attempts to "break down" the college walls and to bring the college more into the community "where the action is." (Myran, 1969b, pp. 2,4)

This outreach function is inherent in the educational role of the community college. Advocates of this institution suggest that educational outreach is basic to the mission of the community college because these institutions are "committed by philosophy to the specific purpose of serving <u>all</u> members of the community." (Fields, 1962, p. 90)

The acceptance of community oriented educational services as a major function of the community college has contributed significantly to its unique role in higher education as a "community service agency." (Reynolds, 1960, p.9). While a major obstacle in fulfilling that role has been the attitude of many administrators and faculty, that programs of community educational service are merely an "extention of so-called regular activities" and hence of secondary concern (Houle, 1960, p. 515), increasing numbers of those responsible for community colleges are coming to recognize the "need for developing programs specifically directed toward community services." (Johnson, 1967, p. 13).

Varied interpretations are found in the literature as to what constitutes community educational services. Reynolds, for example, views these services as an integral part of the college program "involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community." (Reynolds, 1956, p. 142). Medsker (1960, p. 78) and Johnson (1967, p. 14), take an alternate position, suggesting that the college provides a necessary base of more traditional educational service in its regular offerings and that community services are educational, cultural, and recreational services which are provided for the community over and beyond regularly scheduled day and evening classes. Myran dichotemizes between community services and formal collegiate degree and certificate programs and defines community services as:

> Those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal or community educational needs not met by formal collegiate degree or certificate programs. (Myran, 1969, b, p. 12)

He further indicates that the service role of the community college

> ...is concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college may be utilized in community services: credit offerings as well as noncredit offerings, day classes as well as evening classes, on-campus courses and activities as well as off-

> campus courses or activities, programs for youth as well as for adults. Further, the personal, financial, and physical resources of the community may be marshalled to enhance the learning experience. (Myran, 1969, b, p. 12)

These differing views of community educational service can be best understood if one assumes that they are reflective of points distributed along a continuum of services with the polar points having their origin in the two major movements of community service education, namely, the community school concept of the public schools and, the educational extension concept of four-year colleges and universities.

The community school movement in the public secondary schools emphasized service to the whole community, not merely to the children attending the schools. Further, that the school be closely integrated with the community through the identification, development, and utilization of community resources as part of the educational facilities of the schools. The fundamental premise of the community school is that the schools must "be closely attuned to the lives of the people they serve." (Pierce, 1955, p. iv). The National Educational Association has suggested the "community school's" role in community improvement is to (1) promote a sense of community; (2) acquaint students with the communities in which they reside: (3) assist communities in identifying significant social problems; (4) assist in gathering and disseminating information necessary for informed collective action on community problems; and (5) facilitate and help coordinate collective action aimed at community improvement. (NEA, 1954, pp. 15-19).

At the other end of the community educational services continuum is the view that educational services to a community are best accomplished through the educational outreach of extension services based on high level expertise. These services are offered by land-grant universities organized along the lines laid down by the "Wisconsin Idea" promulgated in the latter part of the last century. This approach emphasized that the "state is the university's campus" and that education should be taken to all the people in terms of their real problems and daily life. The basic principle espoused in this movement was to help people help themselves through promoting a community climate of problem solving utilizing

high level consultative resources to solve practical problems. Typically the organization of these services was accomplished through extension centers or "farm bureaus" dedicated to bringing the resources of the university to the community's problem-solving process.

Both of these views of community-oriented educational service have significantly contributed to the development of our present day community college and have had a profound influence upon the efforts of these institutions to provide programs of educational outreach available to all who are encompassed within its service area. As an heir to both the "community school" and the "extension center" concepts of community service, the community college has historically looked beyond its classrooms and campus to find educational needs which can be serviced through its programs of educational outreach. Johnson has summarized the reasons why the community college is involved in community-related educational outreach:

> The community college is an American social institution growing out of the nation's unique social, political, economic and cultural society and its needs. It was developed as a result of the failure of the school and the university to adapt to changing needs. And it is particularly adapted to the community services function because:
>
> (1) The public junior college is a community-centered institution with the primary purpose of providing service to the people of its community. Its offerings and programs are planned to meet the needs of the community and the active participation of citizens in program development.
>
> (2) The community college claims community service as one of its major functions and the scope and adequacy of these services determine whether or not the college merits the title of community junior college.
>
> (3) Most public community colleges are operated by a local district which encompasses several separate and distinct communities. The ideal locale for a program of community services is one in which there are numerous communities with natural and compelling interrelationships. The program of community service welds these separate communities and groups together.
>
> (4) The community college's unique qualities and role have given it a most significant part to play in community decision-making. As "democracy's college," the community college recognizes that a democratic nation, if it is to survive and flourish, must have an informed and responsible electorate.

> Accordingly, the community college is concerned with community development--not just with the schooling of college young people and adults. (Johnson, 1967, p. 17)

CATEGORIES OF COMMUNITY SERVICE

The nature and scope of community oriented educational services has been defined in the 55th Yearbook of the National Society for the Study of Education, THE PUBLIC JUNIOR COLLEGE as including

> ...increasing the productive efficiency of agriculture and industry, improving the functioning of communities and community organizations, contributing to the health and physical well-being of citizens, and enriching the cultural, aesthetic, and moral life of the community. (Henry, ed., p. 318)

Price describes the range of activities included in a comprehensive program in a district seeking to provide district-wide educational services in his sketch of a mythical California community college:

> Since its organization in 1935, El Dorado Junior College has become a cultural center for Golddust County. Fine musical and dramatic performances by college student groups and a variety of programs by individuals and groups with state-wide and national reputation have been presented in its... auditorium. Performances by symphony orchestras, vocal and instrumental soloists, dancers, dramatic groups and choral groups; various forums and lectures on cultural, literary, travel, and political topics--all these have drawn audiences. ...Leadership by members of the college administration in churches, service clubs, community councils and committees has been of great value to these agencies. The community relies upon the college to cooperate with it in solving major problems that arise. Both the college faculty and students participate in community activities, such as campaigning and raising funds for the community chest; dealing with the problems of juvenile delinquency, and zoning, organization, and operating youth centers; getting out the vote at elections; protecting the water supply; and helping to plan for beautification of streets, parks, and for adequate police and fire protection. (Price, 1958, pp. 15-17)

Johnson suggests additional categories of service which must be included in a comprehensive offering of community educational services:

> ...mutual aid for meeting college-community needs; community-experience programs; community study and research problems; public affairs education; specialized community services in-

> cluding the subcategories of economic conditions, public education, health, cultural and recreational activities, and conservation; community development, community participation and leadership training; use of mass media of communication; public relations programs, community use of school plant; and formal adult education programs. (Johnson, 1967, p. 21)

Raines has prepared a comprehensive taxonomy of community services functions. His definition has continuing institutional utility in that taxons may be added, deleted, or changed as the college evolves. The taxonomy is divided into three categories:

1. Self-Development Functions

   Those functions and activities of the college primarily focused upon the needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of self-realization and fulfillment.

   This category includes the following functions:

   Personal Counseling Function -- Providing opportunities for community members with self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

   Educational Extension Function -- Increasing the accessibility of the regular courses and curriculums of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

   Educational Expansion Function -- Programming a variety of educational, upgrading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

   Social Outreach Function -- Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

   Cultural Development Function -- Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.

   Leisure-Time Activity Function -- Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities.

2. Community Development Functions

Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic, and political environment of the community; e.g., housing, transportation, air pollution, human relations, public safety, etc.

Community Analysis Function -- Collecting and analyze significant data which reflect existing and emerging needs of the community and which can serve as the basis for developing the community services program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem-oriented studies, identifying roles and goals of organizations, etc.

Interagency Cooperation Function -- Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

Advisory Liaison Function -- Identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

Public Forum Function -- Developing activities designed to stimulate interest and understanding of local, national and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

Civic Action Function -- Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc.

Staff Consultation Function -- Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

3. Program Development Functions

Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives, and evaluate outcomes. This category includes the following functions:

Public Information Function -- Interpreting programs and ac-

tivities of the community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

Professional Development Function -- Providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Management Functions -- Establishing the procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

Conference Planning Function -- Providing professional assistance to community groups in the planning of conferences, institutes, and workshops; e.g., registration procedures, program development, conference evaluation, etc.

Facility Utilization Function -- Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multipurpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

Program Evaluation Function -- Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc. (Raines, 1969)

With such a broad definition base it can philosophically be argued that all programs offered by the college can be considered to be community services. However, since the offerings of an "organized" community services program are both selective and changing in response to evolution of the college and the community, such a universal definition of this function is not desirable.

As colleges create divisions of community services, the question may arise as to what programs, courses and activities fall within the boundaries of the community services function. Myran suggests that these organizational questions are best resolved by recognizing that the "orientation" of a program ranges along a continuum polarized between offerings oriented toward degrees and certificates and those oriented specifically toward individual or community development. The orientation

of a specific program determines whether it is classified "community service" or "collegiate" or whether it simultaneously serves both programs. In Figure A, he diagrams this dichotomy and in Figure B, he suggests orientation differences typically affecting the college's decision to classify an offering under community services:

FIGURE A -- EDUCATIONAL SERVICES

Less Likely to Be Classified as Community Services

Instructional Programs

- Fixed transfer and Occupational--technical curricula
- Preparatory or remedial programs
- Certificate curricula
- Single courses, credit
- Paraprofessional program
- Term-length non-credit courses
- Short courses
- Workshops, seminars, conferences
- Lectures, panels, concerts

Non-Instructional Programs

- Coordinative activities
- Consultive activities

More Likely to Be Classified as Community Services

FIGURE B -- ORIENTATION DIFFERENCES

Less Likely to Be Classified As Community Services	More Likely to Be Classified As Community Services
Subject matter orientation	Problem-solving orientation
Not related or indirectly related to community	Directly related to community
Emphasis upon deliberate study of abstract principles	Emphasis upon immediate responses to concrete and contemporary issues and problems
Instruction formalized in terms of content, grades, credits, examinations.	Instruction formalized in terms of the needs, aspirations, and potentialities of people.

(Myran, 1969a, p. 2, 3)

In summary, community educational services describe those efforts of the community college to improve the physical and social environment of the community, and to improve the lives of the participants so that they may find increased opportunities for personal fulfillment and for participation in community life.

PROVIDING EQUALITY OF ACCESS

Community colleges in many states have been legally charged with the responsibility to create comprehensive programs of community college education and services which are equally accessible to all citizens residing within their defined districts. A comprehensive program for community college education and services includes provisions for: lower division college transfer courses; technical and occupational curricula; adult, continuing, and community service offerings; and a complete range of student services including counseling, academic advising, financial assistance, placement, study skills improvement, and remediation programs as necessary.

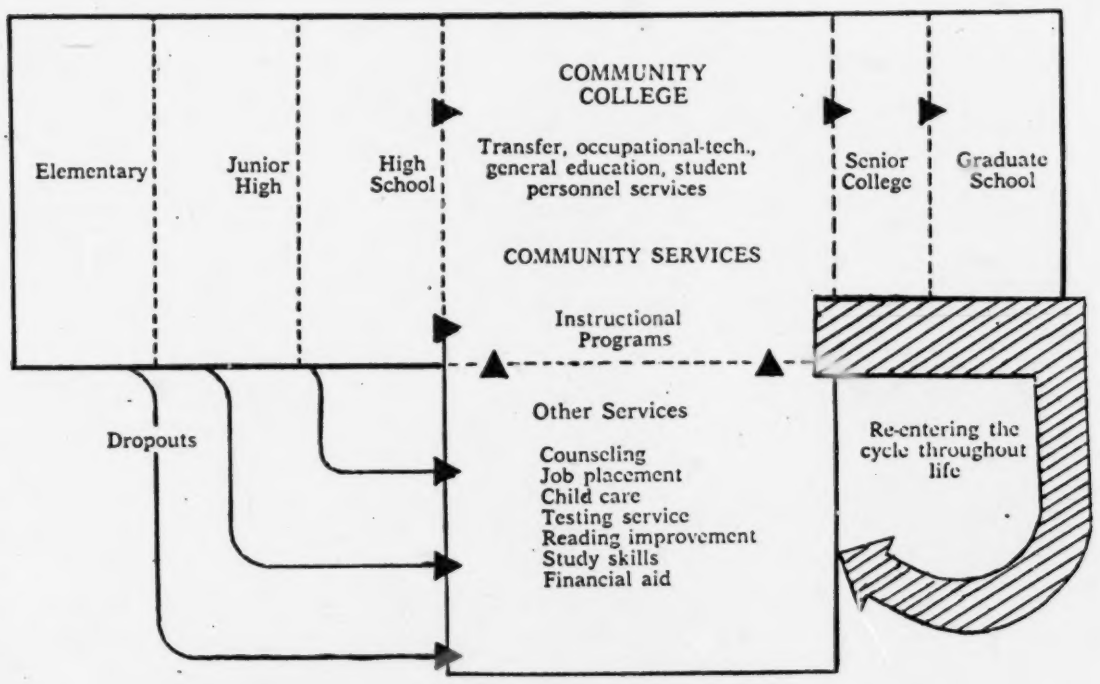
Fundamental to the implementation of a comprehensive program of community services is a commitment by college officials and faculty to provide the resources and talent for community outreach. Such a

commitment is not easily attained, for it represents a significant departure from the traditional "collegiate" conception of educational role held by many within the community college. Harlacher suggests that implementation of a program of community-oriented educational services requires a departure from the campus-oriented concept of a college and the acceptance of several alternative principles: (1) The program is not physically bound to a campus, but rather is conducted the length and breadth of the college district. (2) The intention of a program of community educational services is to take a comprehensive college program out into the total service district as well as bring the community to the college campus for specialized services. (3) The educational functions performed by the college must not be limited to formalized classroom instruction. (4) The college is to serve as a catalyst in community development and self-improvement. (5) The program of community educational service sponsored by the college serves to extend the resources available to the community and does not replicate existing services. (Harlacher, 1964, p. 15)

Providing a community services program most often follows the line of developing on-campus offerings designed for students who have made normal progression through our educational system and who seek further enrichment activities. These individuals periodically re-enter the educational stream throughout their lifetime as participants in classes, conferences, concerts, and leadership development programs.

However, the commitment to serve <u>all citizens</u> also requires community services programs designed for those disadvantaged individuals or groups who typically do not come in contact with the educational stream after "dropping out" somewhere along the line. These individuals require specialized help in discovering their potentialities and in learning how education can assist them to lead happy and productive lives. For these individuals, maximal effort must be expended to give them the skills, self-confidence, basic information, and financial support necessary to re-enter the educational stream. Broad induction programs which lead to more sophisticated or advanced experiences are crucial to this operation. These community service offerings must be oriented to-

ward facilitating individuals in their use of educational and community resources in their pursuit of significant life experiences. Myran has offered a diagram which succinctly outlines this community services effort:



COMMUNITY SERVICES AND THE EDUCATIONAL CYCLE

(Myran, 1969b, p. 18)

Single campus community college districts which serve large rural areas experience great difficulty in providing a comprehensive program of educational services for those residing outside the normal commuting range of the campus. As distance from the campus increases, college-community interaction in developing and sustaining educational programs decreases. The barriers of distance and time required for travel, plus the natural geographical obstacles characteristic of these districts often combine to make the college local rather than district oriented. This condition serves to impose serious limitations upon the availability of post-secondary educational services for significant numbers of rural residents. Because of setting, the ideals of community development and the provision of equal access to opportunities for individual self-improvement through collegiate training are seriously diminished for rural residents.

Additionally, large community college districts often encompass several small, "natural," but socially unrelated population centers. Although legally defined as cooperating groups for purposes of developing community college education, in actuality these centers may be fiercely competitive or actively antagonistic. The district thus may lack the "natural and compelling interrelationships" Johnson avers as essential to effective programs of community educational services. (Johnson, 1967, op. cit.)

Ideally, these large districts should be divided into natural community service units, each sponsoring its own community college. However, most of these natural community units in the large district lack the requisite population or resources to sustain an independent college program. These community units are grouped together into a legal district whose parameters are dictated by political and economic considerations. The resulting union of physically remote or competitive "centers" compound the complexity of providing district-wide educational service programs as required by law.

Another dimension is added to these difficulties if one also considers the growing national concern for conserving and developing all our human resources. The problem of extending educational services to

our rural as well as our urban or suburban youth, represents a serious unmet need in a society which is placing increasing premium upon collegiate level skills and knowledge.

Rural students from the more remote areas of large community college districts face a very limited number of alternatives for post-secondary education. They have the choices of (1) moving away from home to attend a residential college; (2) commuting long distances (usually under hazardous driving conditions for part of the school year); or (3) simply foregoing post-high school education. Too often the last choice is the only alternative available. Available information indicates one-fifth of the rural population live in poverty. Rural poor, in fact, outnumber those in the cities. (Manpower Report, 1969, p. 49) Living away from home or commuting often tax family resources to a prohibitive degree and the opportunities for self-help through part-time work are scarce.

The implications of educational access for life chances for economic, social, and personal advancement are well documented. (Mayer, 1955; Brookover, 1955; Corwin, 1965; Pounds and Bryner, 1967) Conant, in his book, The American High School Today, has dramatized the inequities of educational opportunity related to a student's place of residence. (Conant, 1959) Ginsberg and Tipton in separate treatises performed a similar service with respect to the untapped resource of talent among American minority youth. (Ginsberg, 1966; Tipton, 1953)

The plight of large numbers of farm youth is rendered no less serious by virtue of their remoteness from urban centers. The current rapid decline of farm population and the trek toward the cities in pursuit of better economic, cultural, and social opportunities is a well known fact. (Manpower Report, 1969, p. 47) One-tenth of today's farm youth are destined for farm life. Unfortunately, rural schools typically prepare them with neither training nor preparation for technical positions nor competent vocational guidance. As a result unemployment of farm youth is 50% higher than that of urban youth. (Manpower Report, 1969) Only a small proportion of farm youth go on to college. These rural citizens are denied, in whole or in part, the benefits of most social, educational, and welfare benefits of our society.

The national goal of conserving our human resources through assuring parity of educational opportunity (Economic Opportunity Act of 1964) must be implemented for all our youth, irrespective of socioeconomic background, birth, or accident of geography. To do less would ignore four basic facts of contemporary life:

(1) The American ideal for education is equality of opportunity.

(2) The continued existence of gross inequalities of opportunity serves as the foundation of social and political alienation of many of our youth.

(3) Higher education has become the single most effective and best route for individual success and personal advancement in this country.

(4) The development of our human resources based on the talent and merit of each individual is the best means for providing for the social progress and development of all our people.

Community colleges must ease the barriers to post-high school education for rural youth by providing comprehensive extension programs and services to outlying areas.

PLANNING FOR EXTENDING THE CAMPUS

Most approaches to "outreach" by the community college have followed the pattern of "extending the campus" through exporting existing courses taught in traditional ways by either local individuals who are employed to teach a specific offering or by full-time faculty of the college who travel to the remote area as a supplementary source of income. Following traditional methods of instruction, most of these offerings are didactic and lack the supporting resources of library, special media and teaching aids, and the out-of-class availability of faculty as is characteristic of on-campus operations.

Most attempts at innovation associated with community colleges have been introduced for the purpose of improving teaching. (Johnson, 1964, 1968) Little attention has been directed toward utilization of the available technological aids to teaching and learning to the task of providing educational outreach. Some attention has been directed toward illustrating how these aids might be incorporated into a regional learning resource

center (Reitan, 1969). However, their application to actual programs of educational outreach for rural districts has yet to be demonstrated. The reasons for this lack of application may be threefold: (1) the typical modes used in the implementation of an outreach program; (2) concern about the available resources necessary for the task, and (3) lack of an adequate planning base.

The guidelines for the establishment of outreach programs are, in most cases, superficial. Heavy reliance has been placed upon the recommendations of local public school people who reside in the remote areas or upon data generated from informal and superficial "interest surveys" which identify expressed interests of a limited clientele, but which may be totally unrelated to the actual educational needs of an area. Despite the emphasis of writers such as Verner upon the development of a program of services based upon (1) a solid foundation of citizen participation and college-community interactions; and (2) a thorough understanding of the specific community to be served, most community colleges skip the essential first step of conducting a comprehensive community survey. (Verner, 1960, p. 5) Typically, outreach programs are developed by using the "arm-chair" technique, which is governed by the costs of offering a program coupled with the assumption that these programs must be self sustaining, or the particular and often peculiar perceptions of the program administrator holds of the educational motivations and needs of the clientele to be served. It is not an item of wonderment that quite often this "fly by the seat of your pants" approach to educational services outreach has met with limited success or total failure.

Most community colleges have been unable to undertake the necessary research program to determine the real educational needs of their district or the significant variables which affect the success of any outreach program. Rural community colleges typically lack the financial resources and the trained personnel necessary to organize and conduct a district-wide data-gathering and analysis program. The intent of this project is to assemble in the form of a working handbook a guide to those skills and research resources necessary to develop basic base-line data for implementing a district program of educational outreach. In addition, it

seeks to provide a planning model which can serve as the means of applying these data and resources to individual community college districts.

The project has as its principle application, the development of a framework for planning for educational services within community college districts possessing the characteristics of large land areas and low population densities. It is expected that this framework will better aid these districts to meet present and future educational needs and to generate a plan for regionalization of educational opportunities rather than a campus-oriented community development plan.

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Chapter Two: THE PLANNING TEAM

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INTRODUCTION

A program of community services, if it is to be an effective asset to the community, must be planned, organized, and developed to suit the particular needs and interests of the service district and the people who will use it. Adequate planning is essential to achieving this goal.

The effectiveness of the planners will, in large measure, be determined by how well two basic questions are answered: Who should be involved in the planning process? How and when can they make their contributions?

WHO DOES IT?

An institution interested in developing a comprehensive program of educational outreach should begin by organizing a planning team. This team, comprised of administrators, faculty, and community representatives, has as its major charge the conduct of a program feasibility study. The team should represent all the educational and governmental agencies of the service area as well as representatives of labor, management, religious groups, service agencies and cultural and philanthropic societies.

This team should be responsible for (1) determining the need and feasibility of such a program, (2) gathering information, (3) identifying specific service populations, and (4) recommending appropriate action prior to program implementation. In a sense they serve to suggest educational "specifications" for an adequate program of community services.

The president of the college has the major responsibility for organizing the planning team, bringing it together, and defining its tasks and completion schedule. All involved parties should participate in an orientation meeting early in the planning sequence to review the purpose of the college, the nature of the program and service needs, and the characteristics of the community and potential students. Subsequent sessions will involve reports on studies which reveal more information about projected enrollments; the qualitative elements of finance and space needed for various programs and services; and some tentative agreements on site and facilities requirements. These early discussions will be mainly informational in nature, with the president and those responsible

for educational planning having the major leadership roles.

Communication between the planning team and those responsible for implementing the program, to be truly effective, must be based upon mutual respect and understanding. Each member of the planning team must understand not only his role in planning, but also that of other team members. The roles of the members of the planning team are as follows:

The College Board: The major responsibility of the community college board is making decisions at crucial stages of the planning process. These decisions will be primarily concerned with institutional policy and program direction. The board should delegate responsibility to the administration for review of planning progress at various times, or it may suggest that certain recommendations be documented more fully by factual data.

The Administration: The administration has at least four roles in planning--institution, recommendation, implementation, and evaluation. First, the administration, together with the board, is the initiator in the planning process. This includes inaugurating a study of need, identifying program parameters, obtaining and providing resources, personnel, and consultants to aid in identifying service needs and suggestions for translating needs into programs and services. Second, the administration recommends to the board the necessary decisions so that planning may proceed in an orderly manner. Third, the administration implements the decisions of the board with regard to the solutions for specific educational problems. Finally, the administration conducts the necessary and appropriate review of planning and implementation procedures to identify program weaknesses, to assess progress toward the stated institutional goals, and to redevelop the program elements necessary to enhance program success.

The College Staff: The faculty and service staff of the college have a fundamental concern for the programs and services being planned. They have prime responsibility to conduct the community services enterprise. Furthermore, their experience in educational programs and services makes them well qualified to suggest the kinds of programs needed and the most effective way in which these programs can be conducted. In committees,

they can assist the educational planners in many ways, e.g., in the evaluation of relationships between and among many programs. Their role in community services education is not to make decisions nor to attempt to solve the logistical problems, but as a resource for developing program specifications.

The Educational Planner: (e.g., Director of Institutional Research) The major role of the educational planner is a coordinating one, bringing together the experience, training and resources of the entire college for the development of the program specifications. His essential task is to harmonize projected offerings with the philosophy and purpose of the community college. Additionally, he seeks to develop the background information against which the administration and the college board can judge the validity of recommended decisions.

The Educational Consultant: Often colleges are not in a position to set up a special office of institutional research or planning whose sole purpose is to carry on studies related to policy matters. Usually this is a function of the cost involved since in a smaller college, the expense is out of proportion to the over-all institutional operation. They therefore often resort to the alternative of bringing in specialists from outside the college to do the job for them. While these consultants can do an adequate study of an institution, there are decided disadvantages in contracting a projectwith the intent of receiving a detailed set of blueprints for the future of the program. First, such a procedure does not capitalize on the special competencies or the peculiar and intimate knowledge of the institution and its setting possessed by faculty and administrators. Secondly, it does not encourage general acceptance of the results of such studies as readily as if the study had been carried out by interested and involved college personnel. Finally, it does not provide for the continuation of such studies by the college. Through the process of conducting an institutional study, the college personnel gain transferable skills in formulating researchable questions, learning modes of problem solving, and in conducting investigation and evaluation. For these reasons, even when outside consultants are used by the institution; substantial involvement of continuing members of the faculty and admini-

strative staff should be encouraged.

Community Services Advisory Council: The major role of the advisory group is to establish communication links with governmental units, industries, businesses, professional, service, and social organizations within the entire community college service area. The value of these communication links in incalculable. They can assist in determining the needs, capabilities, and desires of the citizens. The members of the Council can strengthen communications between community groups and the college; can provide recommendations for the implementation of programs; can help identify resources which can be made available to the college; and can screen program and service recommendations generated within the community. The nucleus of citizens' action committees should include Council members. These committees can alert the college to needs that might be met by joint college-community action and help plan programs that may be developed as cooperative enterprises. Through the efforts of Council members those in the college can be made more aware of the needs, interests, and problems of the community and thus be better able to serve as a facilitating agent to bring together the total resources of the community and the agencies within its boundaries.

State Agencies: In most cases the state agencies participate as project consultants. In some instances they may exercise regulatory functions with respect to variety and scope of offerings. Generally, they operate not to say what the college can or cannot do, but rather what part of the total community services operation is eligible for state aid.

HOW AND WHEN?

Undoubtably the most important concept in planning is "involvement." Involvement has many meanings to many people and is multi-shaded, varying according to circumstance to the same individuals. To many, involvement is not just the act of involving but also denotes being involved in those activities they think they want to be involved in and not those which someone else thinks they sould be. Whether one feels he is involved or has been involved may depend as much on attitudes as on activities. The feelings of involvement result when one's expectations for such activity

are realized. The expectations are those which one holds for himself as well as those things expected from others in the institution. When expectations are compatible with what actually happens, there prevails an attitude of involvement.

The concept of involving planning committee representatives in program development is based upon the assumption that each individual has the capacity to contribute to the making of decisions that will nudge the college in the direction of its goals. To the degree that one believes in this, one will favor involvement in policy making.

In order that there be acceptable involvement in community services development, the administrator must be willing to accept certain basic principles and assumptions, and to establish conditions which allow them to be fully implemented. Some of the more relevant elements of involvement in planning are detailed as follows:

I. Principles, Assumptions and Conditions

A. Principles

That best decisions are made closest to the point of implementation of the results of the decision.

That there are many ways to successfully reach chosen goals.

That there is a direct relationship between the work of an institution and the structure and organization needed to accomplish it.

That only the authority which has been given to a position can be shared with others.

That no administrator functions well without the confidence of those responsible to him and those to whom he is responsible.

That the administrator must expect to be held responsible for the quality of decisions made, even though operationally these decisions are made by others.

That confusion and/or misunderstanding over the persons to be used in making a decision may be as devastating as a poor process or poor decisions.

That the sheer number of involvements is not an accurate index of the amount of freedom a participant has--more important is the significance of the decisions in which one is involved.

B. Basic Assumptions

There must be faith that the other persons have the capacity and good judgment to help make or to make decisions consistent with the goals of the college.

The goals of the college must have been established, communicated, and accepted by the various members of the institution.

There must be an understanding that administrative organization, administrative decisions, and involvement are classified good or effective by virtue of their success in producing the desired results and can thus be evaluated better after the fact rather than before.

There must be a belief that provisions can be made for involvement in policy making. However, that successful involvement cannot be guaranteed.

There must be a realization that for successful involvement to occur, the persons concerned must favor participational activity and believe in its value.

There must be an acceptance that continued involvement will be dependent upon successful contributions through participation.

There must be a realization that involvement manifests itself in a variety of ways, to a variety of degrees and in a variety of forms.

C. Basic Conditions

Conditions Related to the Setting:

The setting provides:

Clearly stated goals of the institution which are understood and accepted by the people in the college.
Contributions of the organizational sub-units to the institutional goals are known and accepted.
Procedures for making decisions are understood, including the persons to be involved and the extent of their involvement.
A decision-making process is used, is understood and considered effective by those involved.
An atmosphere in which each member is considered a part of a group attaining agreed upon goals.

Conditions Related to the Administrator:

The administrator:

Has faith and confidence in members of the institution.
Uses the resources of the group in decision making that affects that group. There is a history of involvement.
Is a persuasive leader, not relying upon the authority of his position.
Believes that decision making involves choices. There must be alternatives, not a single acceptable answer.
Believes that delegation means the conferring of authority as well as responsibility.
Believes that decisions will be more readily implemented by persons who have been involved in arriving at the decision.

Conditions Related to the Participants:

The participant:

Must be capable of becoming psychologically involved in the participational activities of decision making.
Must favor participational activity for the values that it brings to the institution as well as to self.
Must see the relevance of the attainment of the goals of the institution--not just for personal gain.
Must be willing to give a little of himself to the institution, understanding that personal goals may have to be sacrificed and/or modified in order to accomplish institutional goals essential to the life blood of the college.
Must be able and willing to state his opinions so as to contribute to policy making.
Must be willing and able to involve others in decision making for which he is responsible.

II. Process of Involvement

Involvement is not an either-or process. It is possible to develop a flow chart indicating the points at which involvement is needed and the degree or type of involvement which will be most effective. The use of involvement in policy or program decision making results from the concept that program development is a process that can be charted, understood and implemented. The process, when charted, becomes a "trip map" enabling all participants to chart their actions so as to make maximal contributions to the process.

Not all of these conditions previously mentioned are necessary for involvement in policy making or program development but the more of them that exist, the more likely that involvement will be a natural rather than a forced phenomenon.

No functioning administrative organization uses the same degree of involvement for all decision making. The most effective operation is to select the amount of involvement which will most efficiently and effectively produce the kinds of outcomes expected. Involvement thus comes in a variety of degrees and gradation depending upon the procedure employed by the administrator. Examples of degrees of involvement based upon the action of the administrator may be illustrated by the schematic on page 30.

In order to effectively involve others in a planning sequence, the

decision-making process must be divided into logically functional steps which lead to the ultimate making of the decision. These steps provide for the involvement of participants at the points in the process where they can make the best contributions. These steps can be programmed as shown on page 31.

When we add to the decision making process the persons who might be involved and a time table for completing the process, the result is programmed involvement. This is illustrated on page 32.

Based on this schemata, there is a direction and a flow to the involvement process. The process melds with the decision making format in such a fashion that it can be communicated to participants and to all who must carry out the decision, and with automatic procedures for feedback with procedures for continuous evaluation, for revision, and for change or decision.

This simple model provides for: the determination of the people to be involved; the degree of involvement of different persons; the time sequence in the decision process; and a guideline or trip map designed to assist all to understand their contributions and participation prior to undertaking program development.

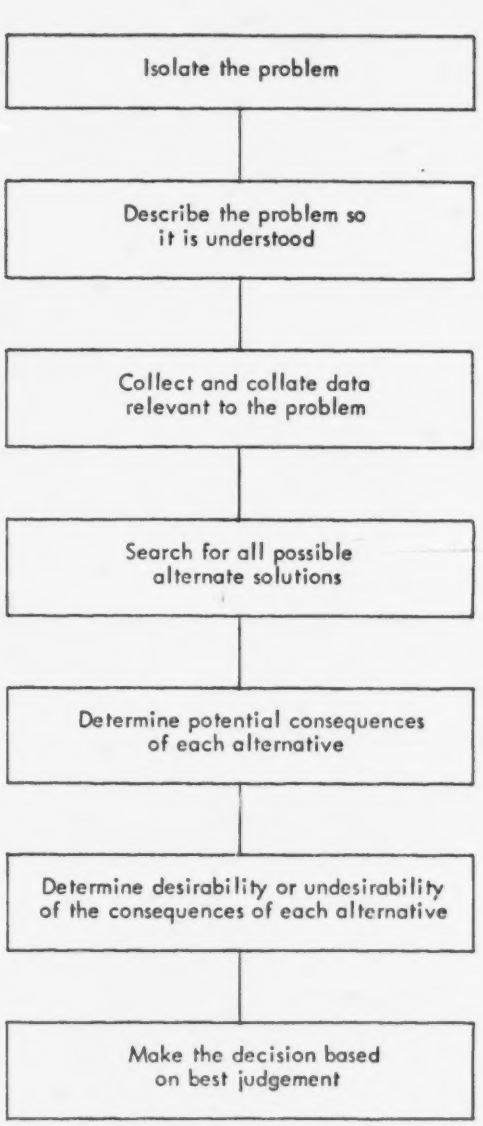
PROGRAM DEVELOPMENT

DEGREE OF INVOLVEMENT

NO-INVOLVEMENT ⟶ TO ⟶ INVOLVEMENT

Adm. makes decision and announces it	Adm. makes decision and sells it	Adm. presents decision and invites comments	Adm. presents tentative decision subject to change	Adm. presents problems solicits suggestions then makes decision	Adm. defines limits of alternatives asks group to make decision	Adm. allows each person to function within limits defined by those to whom he is responsible

Making Decisions Based on All
Relevant Information


Isolate the problem
Describe the problem so it is understood
Collect and collate data relevant to the problem
Search for all possible alternate solutions
Determine potential consequences of each alternative
Determine desirability or undesirability of the consequences of each alternative
Make the decision based on best judgement

PROVIDING FOR INVOLVEMENT

Programmed Time Table	Steps in Process	Persons to be Involved								
		Pres.	Board	Admin.	Faculty	Staff	Students	Citizens	Consult-ants	Bus. & Indust.
Start Complete	Isolate the problem									
Start Complete	Describe the problem									
Start Complete	Gather Data									
Start Complete	Search for alternative solutions									
Start Complete	Determine consequences of alternative solutions									
Start Complete	Determine desirability of alternative solutions									
Start Complete	Make decision									

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Chapter Three: PLANNING COMMUNITY SERVICES

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INTRODUCTION

The process of planning requires a way in which the disjointed studies and activities of individuals can be made to fall into an orderly sequence. The entire planning process is summed up in this sequence. When schematically portrayed, it serves as a model for the entire planning operation. When coupled with the identification of participants in the planning process along with the clear definition of their roles and possible contributions, it represents "programmed involvement."

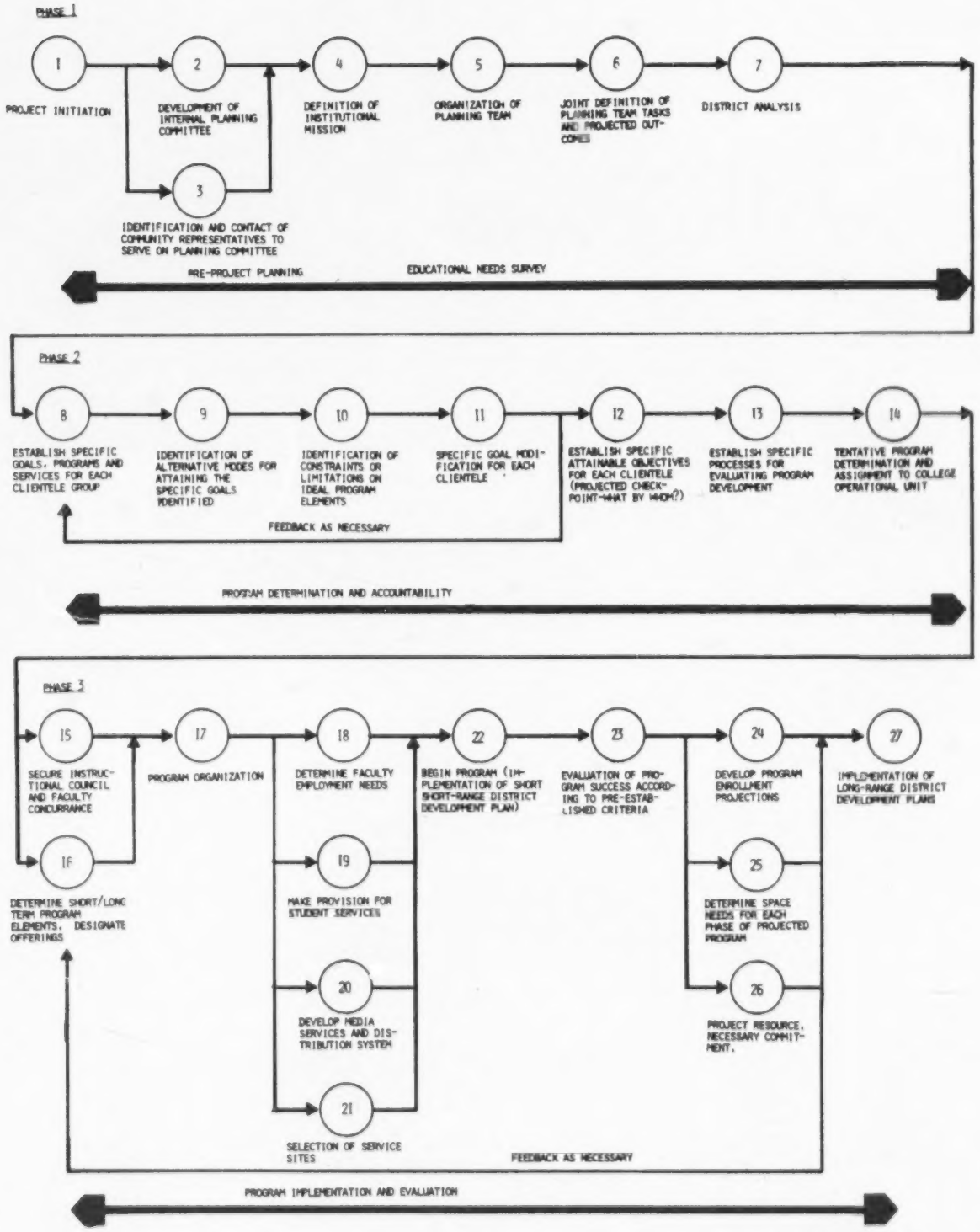
APPLICATION OF THE MODEL

The foregoing chapters have attempted to porvide a conceptual foundation for the conduct of the planning enterprise. From the information provided it is possible to develop a model for the development of a program of community services, which details the process of making reasoned choices and formulating logical steps leading to their implementation.

Recognizing immediately that any planning process must be institutionally related and hence highly individual, it is suggested, nonethe-less, that by utilizing the common planning elements previously identified, a usable model of the planning sequence can be developed which can be modified to meet local needs. This planning model can identify parallel activities, activities which are contingent upon previous actions, and with the addition of time requirements can provide a "critical path" for program development.

Its primary utility will be with community college districts which lack the financial resources for the trained personnel necessary to organize and conduct district-wide data gathering and analysis programs. It can serve as a working handbook to guide district planners in the development of base-line data necessary for implementing programs of educational out-reach. It is expected that this framework will better aid these districts to meet present and future educational needs and to generate an over-all plan for the regionalization of educational opportunities.

SCHEMATIC PRESENTATION OF TASKS IN PLANNING COMMUNITY SERVICES



HOWARD B. LARSEN
UNIVERSITY OF WASHINGTON
AUGUST, 1971

SUGGESTIONS FOR ORGANIZING STUDIES

The following material represents an attempt to demonstrate how a district might design studies to obtain critical information necessary in program planning and decision making. These forms may serve as a guide in designing questionnaires more appropriate to the district, or with modification may be used to generate the primary data used in the district analysis program. The models parallel the steps outlined in the planning paradigm.

Phase I. Pre-project Planning and Educational Needs Survey

Step 1. Project Initiation (See Chapter Two)

President has major responsibility to commit college to the task of providing comprehensive community services programs on a district-wide basis. He commits the necessary resources for successful accomplishment of the planning task.

Step 2. Development of Internal Planning Committee (See Chapter Two)

President has major responsibility for selecting the college staff who will plan a long-range program of community educational services. Individuals who have fundamental concern for the program and services to be offered must be involved.

Step 3. Identification and Contact of Community Representatives to Serve on Planning Committee (See Chapter Two)

The president, in conference with the Internal Planning Committee, designates and invites responsible community representatives to assist in the planning process.

Step 4. Definition of Institutional Mission (See Chapter One)

The Internal Planning Committee formulates a statement of program philosophy which articulates the commitment the college has toward providing district wide community educational service. When approved by the Board of Trustees, this statement serves as the policy base for developing and implementing a program of services.

Complete Institutional Analysis

A. Statement of the Institution's Purpose

(Institutional definition developed by administration and faculty and advertised to service populations)

B. Institutional Analysis

NOTE: Figures are non-additive

1. Student Classification	Total Numbers F.T.E.	Credit Hours	Contact Hours	Average Class Size
Freshman				
Sophomores				
Extended Day				
Community Services				
Academic (transfer)				
Technical/Occupational				
Remedial/Developmental				
Extension/Off-Campus				

Descriptive Interpretation:

Program Implications:

Approximate Driving Time to Program Location

2. Source of Origin	Up To 15 Min.	16-30 Min.	30 Min. And Above	Out of District
Freshman				
Sophomores				
Extended Day				
Community Services				
Academic (transfer)				
Technical				
Remedial/Developmental				
Extension/Off-Campus				

Descriptive Interpretation:

Program Implications:

C. Description of Community Services by College Division

	Division								
Services to Public	1	2	3	4	5	6	7	8	9
a. # of non-credit courses									
b. Workshops Sponsored									
c. Conferences Held									
d. Consulting Contacts									

Descriptive Interpretation:

Program Implications:

D. Supporting Resources

1. Bookstore	Judgement About Service Offered			If not available what is reason
	High	Mod.	Low	
Day Students				
Evening Students				
Extension Students				

Hours of Operation

Descriptive Interpretation:

Program Implications:

2. Financial Aid	Available to	Total No. Served	Amount of Support	% of Total Monies
Freshman				
Sophomores				
Extended Day				
Community Services				
Academic (transfer				
Technical/Occupational				
Remedial/Developmental				
Extension/Off-Campus				

Descriptive Interpretation:

Program Implications:

3. Cultural Activities	Judgement About Availability			If not available what is reason
	High	Mod.	Low	
Variety on Campus				
Variety off Campus (Extension)				

Activities of highest interest or demand

4. Library	Judgement About Usage			If not used what is reason
	High	Mod.	Low	
Freshman				
Sophomore				
Extended Day				
Community Services				
Academic (transfer)				
Technical/Vocational				
Remedial/Developmental				
Extension/Off-Campus				

5. Student Activities Program	Judgement About Availability			If Not Available, What is the Reason?
	High	Mod.	Low	
Day Students				
Evening Students				
Extension Students				

6. Counseling Services	Judgement About Availability			If not available what is reason
	High	Mod.	Low	
Day Students				
Evening Students				
Extension Students				

E. Major Strengths of the Institution:

F. Major Weaknesses of the Institution:

G. Assumptions about the Future of the Institution:

Step 5. Organization of Planning Team (See Chapter Two)

The president has major responsibility to initiate the first meeting of the Internal Planning Committee and community representatives along with special consultants as deemed necessary. The president conducts this meeting, designating for all concerned those persons who will play a special role in the conduct of the planning process.

Step 6. Joint Definition of Planning Team Tasks and Projected Outcomes (See Chapter Two)

In cooperation with the president at the initial meeting, the members of the planning team define specifically their goals and steps for accomplishing their tasks. (See chart, page 32, Providing for Involvement.)

Step 7. District Analysis

The planning team, using college resources, undertakes design and the conduct of a district-wide study of educational needs, paying special attention to analysis of this data to determine critical need areas and/or populations.

Education Needs Survey

A. Population Studies

Ethnic Groups (composition of service area)

	Percentage of Population			
Black Americans	5%___	10%___	25%___	50% or more___
Mexican Americans	5%___	10%___	25%___	50% or more___
American Indians	5%___	10%___	25%___	50% or more___
Oriental	5%___	10%___	25%___	50% or more___
Caucasion	5%___	10%___	25%___	50% or more___

B. Distribution in District

1. Using a postal zip code zoning map, indicate ethnic population concentrations in specific zones. (This is suggested because census figures from the 1970 and future census reports will have this specific information)
2. Using the same map, draw concentric circles indicating commuting radius from campus.

3. Identify potential out-reach service populations who may have accessibility to campus-oriented programs and those for whom special out-reach services might be necessary.
4. What are socio-economic barriers for each group?

C. Education Attainment

1. Develop educational attainment map covering district. Identify pockets of educational deficiency.
2. Referring to the college enrollment map indicating sources of students. (See table 2, page 60):
   a) Is there a critical distance from campus beyond which enrollment is sharply curtailed?
   b) What population centers are not served?

D. Special Social Problems in District

1. Interview Welfare Personnel, O.E.O. Personnel, Employment Security Personnel, Community Action Agencies, to identify special concerns and/or needs.
2. Interview governmental representatives from city, county and state to identify special concerns and/or needs.

E. Industrial Studies

1. Develop a map locating all significant industries in district. (reference - Employment Security Office)
2. Identify typical entry jobs and training requirements.
3. Identify industrial growth trends.
4. Interview management to learn of potential personnel training needs which possibly could be solved through cooperative college-industry programs.

Phase II. Program Determination and Accountability

Step 8. Establish Specific Goals, Programs and Services for Each Clientele Group

Develop a statement of idealistic objectives, what should

be done; to provide educational opportunities for specific clientele groups residing in the district.

Step 9. Identification of Alternative Modes for Attaining the Specific Goals Identified

The following pages represent a quick reference to alternative program modes with both advantages and disadvantages specified for each mode.

EXAMPLES OF OUTREACH MODE

Outreach Modes	Major Advantages	Major Disadvantages
I. Conventional Direct Instruction Lecture, etc. (Group)	Personal Contact Opportunity for Advising Counseling May be More Motivating	Library Facilities May be Limited
A. Instruction from Campus	Professional Competency Course Outlines, Materials Developed Access to Media Materials, Library at College	Travel Time Staff Utilization Patterns May be Inefficient
B. Local Instructor	Knows Area and Student Characteristics Accessibility to Students Opportunity for Recruitment of Students	May Lack Teaching Background and Skill
II. Non-conventional Direct Instruction (Group)	Flexibility Audio and/or visual and/or Printed Interchange and Feedback No Teachers Needed on Site	Equipment Costs Technical Personnel Required Personal Contact
A. Telelecture (amplified telephone)	Relative Low Cost of Operation Low Installation Costs Can be Coordinated With Visuals and Printed Material	No Visual Contact Plus Limitations of the Lecture Method

Outreach Mode	Major Advantages	Major Disadvantages
B. Teletype	Relatively Low Cost of Operation Rapid, Current Printed Visual Information Copy can be Employed for Duplication of Materials Including Overhead Transparencies	Relatively High Equipment and Installation Costs No Audio Feedback
C. Coaxial Television	Audio and Visual Presentation Provisions Can be Incorporated for Audio/Visual Feedback	Extremely Costly When Financed only Through Institutions Studio Facilities and Production Staff Required
D. Closed Circuit Television	As in C Above	As in C Above Facilities Needed in Each Location
III. Direct One-way Instruction	May Employ Existing Equipment and Facilities Reaches Widely Separated Sites Simultaneously and With Ease	No Provision for Immediate Feedback No Personal Contact or Interchange
A. Radio	Broad Audio Reception Easily Employed Along with Other Media Availability of Good Software Covering Broad Areas	High Initial Equipment and Installation Cost if Operated as Campus Installation
B. Television Educational or Commercial	Good Quality Visual Transmission Availability of Good Software Covering Broad Areas	TV Signals do not Cover Broad Areas When Compared to Radio Transmission Programs are Scheduled on Inflexible Schedule Programs May Not Meet Local Needs
C. Micro-Hertz TV	Relative Low Cost of Equipment and Installation Multiple Channel Capability	Line of Sight Reception

Outreach Modes	Major Advantages	Major Disadvantages
IV. Independent Study	Paced for Individual Flexible Programming	Minimum of Personal Contact
A. Mailed Extension Lessons with Supplemental Transported Media (Films, Slides, Audio Tapes, etc.)	Low Cost Per Unit Hour	Availability of Supplemental Media at Needed Time Lack of Immediate Feedback and Evaluation Limited Number of Good Software Programs
B. Dialed Access	Multiple Media Can Be Employed More Feedback Opportunity Than in "A" Above	High Cost of Installation No Personal Interchange
C. Telephone	No Installation Cost Audio Feedback	High Operating Costs
D. Teletype	Visual Readout	High Installation Costs
E. Computer-assisted Instruction	Immediate Feedback	Extremely High Equipment Costs Limited Number of Programs

Step 10. Identification of Constraints or Limitations on Ideal Program Elements

A. What variables might affect implementation of the specific college program goals identified in Step 8?

e.g. Existing programs sponsored by other agencies.

Inadequate Communications

Transportation

Inaccessibility of clientele or program site due to special geographical or ecological problems.

Sources of funding do not permit development of program.

Media alternatives are inappropriate or too costly.

Lack of necessary facilities in which to develop program.

B. Task Force Studies into Constraints

1. Physical Facilities for outreach

A. Public & Private Schools / Sites — Instructional Facilities	Number of Stations	Usability Rating			Hours Available	Rental Cost
		Limited	Accep.	S[illegible]r		
Lecture Rooms						
Seminar Rooms						
Special Laboratories						
Agriculture						
Biology						
Botany						
Forestry						
Chemistry						
Engineer-Drafting						
Home Economics						
Cooking						
Sewing						
Physics						
Special Shops						
Auto Mechanics						
Electronics						
Farm Machinery						
Welding						
Woodworking						
Physical Education						

Supporting Facilities	Number of Stations	Usability Rating			Hours Available	Rental Cost
		Limited	Accep.	Superior		
Library						
Counseling Offices						
Registration Areas						
Administrative Offices						
Projectors						
Slide						
Movie						
Overhead						
Opaque						
Video Playback						
Recorders						
Tape						
Cassette						
Video						
T.V. (Closed Circuit)						
Make & Model 1/2"						
Make & Model 1"						
Computer Terminals						
Programed Instr. Cap.						
Dial Access System						
Student Response Sys.						

2. Facilities other than public or private

	Description of Facility	Usability Rating			Hours Available	Rental Cost
		Limited	Accep.	Superior		
Business & Commercial						
A						
B						
C						
Industrial						
A						
B						
C						
Medical						
A						
B						
Governmental/Military						
A						
B						
C						
Fraternal--Church						
A						
B						
C						
Libraries						
A						
B						

3. Transportation (To and from college)	Possible Extension Site			
	A	B	C	D
1. Distance				
2. Cost/round trip by auto				
3. Commercial bus available (yes-no)				
Cost per round trip				
Hours available				
Is it feasible to rely on this transportation mode (yes-no)				
4. School bus service available?				
Cost per student served				
Hours available				
Is it feasible to rely on this transportation mode (yes-no)				
5. Air Travel available (yes-no)				
Cost per round trip				
Hours available				
Is it feasible to rely on this transportation mode (yes-no)				

Special transportation problems:

Program Implications:

4. Communications (Between College Community and Extension Site)	Possible Extension Site			
	A	B	C	D
1. Wired Media				
a. teletype available (yes-no)				
cost per message unit.				
b. Telephone available (yes-no)				
cost per message unit				
cost per special hookup				
cost per conference call				
2. Wireless Media				
Commercial a. Radio Available (yes-no)				
Type of permissable usage				
Cost per hour of operation				
Short Wave Available (yes-no)				
Cost per hour of operation				
b. Television				
Educational Available (yes-no)				
Type of permissable usage				
Cost per unit				
3. Transported Communication				
a. Mail Service Available (yes-no)				
Time lag				
b. Delivery Service Available (yes-no)				
Time lag				

5. Programs Already in Existence at Site. (Public and/or Private)

		Number of Students	Instr. cost to partic-ipants	Sponsor	Cooperative Potential
Academic Programs	1				
	2				
	3				
Adult Basic Ed.	1				
	2				
	3				
Leisure time Programs	1				
	2				
	3				
Occupational Programs	1				
	2				
	3				
	4				
Technical Programs	1				
	2				
	3				
	4				
Mental Health Programs					
Family Relations Program					
Homemaking Program					
Other					

6. Potential Faculty & Sources	Possible Extension Site			
	A	B	C	D
Business and Commercial				
Industry				
Schools				
Government				
Other				
Types of Specialties 1				
2				
3				
4				
Level of Training				
Trade Specialty				
B.A.				
M.A.				
Ph.D.				
Acceptable Credentials				
Appropriateness to Program Goals				
High				
Adequate				
Marginal				
Who is interested and available?				

7. Potential Supporting Staff and Sources	Possible Extension Sites			
	A	B	C	D
Business and Commercial				
Industry				
Schools				
Government				
Other				
Types of Specialities: Libraries				
Media Technicians				
Branch Supervisors				
Program Advisors				
Level of Training				
Trade Specialty				
B.A.				
M.A.				
Ph.D.				
Acceptable Credentials				
Appropriateness to Program Goals:				
High				
Adequate				
Marginal				
Who is interested and available?				

Step 11. Specific Goal Modification for Each Clientele

Ideal goals and programs identified in Step 8 are modified or eliminated consistent with the modes and constraints identified in Steps 9 and 10. Ideal program elements are merged with the realities of resources and educational need. The resultant represents a balanced program of services judged as possible for the specific district.

Step 12. Establish Specific Attainable Objectives for Each Program Clientele

Specific goals and programs are coupled with realistic dates for achieving full program implementation. Short-range and long-range plans are formulated along with specific transitional steps.

Step 13. Establish Specific Processes for Evaluating Program Development

Specific check points and criteria are established relative to goals and programs. Determine what is to be accomplished by whom on what date.

Step 14. Tentative Program Determination and Assignment to College Operational Unit.

The total planning process is summarized identifying rationale for each decision point and the assumptions upon which the decision is based. This allows each decision to be reviewed and for testing validity of underlying assumptions. If conditions change, e.g. financial resources, improved communications met, newly available facilities, the decision can be reviewed without undergoing complete re-study. This section represents the "trip log" telling what happened and why. The program responsibility is assigned to a specific college operational unit for implementation.

Chapter Four: SOURCES OF INFORMATION

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zation.....63

POSSIBLE INFORMATION RESOURCES

District Characteristics:	Reclamation Districts--U.S. Department of Agriculture Chamber of Commerce Industrial Development Councils Realty Boards County Road Commission Regional Planning Office Census Reports Industrial Reports
District Educational Needs Adult Education Basic Education Continuing Education Family Life Education Job Training Minority Education	State Department of Public Health State Department of Public Assistance (Department of Welfare Local Civic Clubs and Group Offices of Economic Opportunity Industrial Groups Major Industries Bureau of Indian Affairs Community Action Groups Census Reports County Planning Office
College Transfer Education Professional Liberal Arts	State Department of Public Instruction (Education) Area Secondary Schools Colleges and Universities
Community Service Community Development Cultural Public Affairs Recreational	County Extension Services State Land Grant University, Extension Service Local Chamber of Commerce State Parks and Recreation Commission Local Civic Clubs and Groups State Committee for Outdoor Recreation National Recreation & Parks Association State Planning & Community Affairs Agency
Counseling & Advisement Vocational Educational Personal	Office of Employment Security State Department of Education (Public Instruction) State Department of Mental Health American Personnel and Guidance Association State Personnel and Guidance Association University & College Counselor Preparation Programs

Occupational Education	State Employment Security Office
Agricultural, Fisheries, Forestry-Mining	State Department of Employment Community Labor Market Surveys
Business	Area Manpower Review
Technical	State Division of Vocational Education
Trade and Industrial	M.D.T.A.
New and Emerging Occupations	Washington State Board for Community College Education
	U. S. Bureau of Labor Statistics
	School Placement Independent Surveys
Promotion, Recruitment and Placement	Vocational Industrial Clubs of American (V.I.C.A.)
Vocational	Distributive Educational Clubs of America (D.E.C.A.)
Educational	State Employment Security Office
Personal	College Placement Offices

ANNOTATED BIBLIOGRAPHY

Allen, Herman R. Open Door to Learning. Urbana, University of Illinois Press, 1963.

A major recommendation of this centennial study of Land-Grant institutions was the need for a general extension of services on a par in scope and caliber with the cooperative extension which serves the farm and home area. Opportunities for extension in urban areas, community affairs, and international affairs are outlined. Part two of the report reports on attempts and methods to improve education in areas of special interest to Land-Grant colleges.

Arthur D. Little, Inc. A Policy Plan for Community College Education in the State of Washington; report to the Superintendent of Public Instruction. June 3, 1966.

This report is the basic plan for the development of the community colleges in the State of Washington. It provides a good example of the type of research necessary as a base upon which to plan for educational opportunities to the citizens of an area.

Baskin, Samuel. Higher Education: Some Newer Developments. New York, McGraw-Hill, 1965.

A compendium (by outstanding persons in the field) of a wide variety of recent developments in higher education: new ways of teaching and learning, and new program ideas. Case histories of significant innovations in curricula, procedures for independent study, in use of new media and technology, in methods of improving college teaching and administration.

Bauer, Raymond Augustine, ed. Social Indicators. Cambridge, Mass., Massachusetts Institute of Technology Press, 1966.

Five separate essays by well-known authorities exploring the potentialities and problems of developing various types of social accounting to appraise the "State of the Union." How does one measure the extent to which the goals of a "Great Society" have been achieved, i.e., increased equality for all, improved living conditions, better utilization of democratic processes, or development in arts and sciences?

Bennis, Warren G., and others, eds. Planning of Change. 2nd ed. New York, Holt, 1969.

This collection of readings from many sources contains suggestions for every phase of the application of planned change in social systems. The process of change is discussed in terms of its historical development, concepts and models, dynamics, and specific programs and their evaluation.

Bennis, Warren G, and Slater, Philip E. The Temporary Society. New York, Harper & Row, 1968.

After describing the impermanent nature of today's society, the authors issue a call for education to help provide people with the techniques for living with the constant need for adaptive behavior.

They suggest that this can be done through conscicusly organizing for change and by emphasizing education in establishing, maintaining and ending interpersonal relationships.

Bernard, Jessie. American Community Behavior. Rev. ed. New York, Holt, 1962.

Competition and conflict in communities is analyzed in great detail utilizing many examples of actual cases. The author is attempting to include what anyone working in community programs should know about the forces at work which create and resolve the competition and conflict which characterizes all communities.

Beshers, James M. Urban Social Structure. New York, Free Press, 1962.

After a review of studies dealing with the structure of urban areas, the author develops a theoretical model. This model could be used to discover and understand the social stratification within an area and thus help to discover the areas' needs.

Biddle, William W., and Biddle, Loureide J. The Community Development Process: The Rediscovery of Local Initiative. New York, Holt, 1965.

Beginning with two case studies of community action processes in both a rural and an urban setting, the authors develop a theory and action flowchart to guide those interested in initiating community development. Specific processes are suggested even to the degree of specifying a form on which to record a meeting.

Brown, James Wilson. New Media in Higher Education. Washington, D.C., National Education Association, 1963.

Report on a survey of the present character of the uses being made of the new media by colleges and universities throughout the nation. Reports were received on 90 outstanding undertakings from over 40 colleges and universities. Describes changes and potential changes in libraries, teaching concepts, enrichment of teaching, improved services to students, curriculum development, and future research.

Brickman, William W., and Lehrer, Stanley, eds. Automation, Education, and Human Values. New York, School and Society Books, 1965.

The collection of essays attempts to determine the humanistic implications for education of the pervasive impact of technological change including automation and computors. In so doing it presents a rich array of possibilities of technological aids to education along with their hazards or difficulties.

Brubacher, John S. Bases for Policy in Higher Education. New York, McGraw-Hill, 1965.

This systematic account of the principles on which education is based competently reviews the literature on the philosophy of higher education in the United States. Copiously footnoted, it reviews the changes in clientele, curriculum, and educational policy in an attempt to delineate the philosophical issues which must be faced by higher education in the face of these changes.

Bruyn, Severyn T. Communities in Action: Pattern and Process. New Haven, College and University Press, 1963.

By means of the analysis of four Illinois communities which engaged in community action, two different models of community action were examined. It should provide the incipient community organizer with vicarious experience with the problems, methods, influences, and determinants of attempts at community action.

Chambers, M. M. A brief bibliography of higher education in the middle nineteen sixties. Bloomington, Indiana, School of Education, Indiana University, 1966. Bulletin of the School of Education, Vol. 42, No. 5. (Sept. 1966).

This bibliography is a generalist's list of references in higher education with main emphasis on the administrative and financial aspects of the subject. Thirty references are listed to the community college.

Chambers, M. M. Voluntary Statewide Coordination in Public Higher Education. Ann Arbor, University of Michigan Press, 1961.

A detailed review of five states which have voluntary methods of statewide coordination of public higher education. A trend seems to be developing away from centralized control toward voluntary agencies of coordination.

Clark, Burton R. The Open Door College. New York, McGraw-Hill, 1960.

In this intensive case study of the development of San Jose Junior College in California, Dr. Clark highlights the factors which determine the character of a junior college. It is organized as a study of an organization and its context based on large social units not individuals or small groups. It particularly demonstrates the internal and environmental factors which determined the college's legitimation, identity, and role.

Committee on the Objectives of a General Education in a Free Society, Harvard University. General education in a free society. Cambridge, Harvard University Press, 1945.

This report represents the efforts of a committee of the Faculty of Clubs and Sciences at Harvard University to define general education for free American people. Specific recommendations are made for Harvard University, but more importantly, general recommendations are made for high schools and community adults.

Conant, James B. Shaping Educational Policy. New York, McGraw-Hill, 1964.

Dr. Conant extends and supports with statistics and two case studies his thesis that educational policy is inappropriately set by a haphazard interaction of educational association leaders, state agencies, public and private colleges and universities, and various agencies of the Federal Government. The concluding pages of the book give his suggestion as to how cooperation between federal and state governments might lead to the evaluation of a nationwide educational policy.

Conference on Interprofessional Communication: Challenge to Social Work and Education. Society and the School: Communication Challenge to Education and Social Work. New York, National Association of Social Workers, 1965.

The papers were collected as a result of a conference held in 1964 to investigate ways of improving communication between the professions of social work and education. They should help those people who provide the linkages between the social welfare agencies and the schools.

Continuing Education for Adults, No. 32, Chicago, Center for the Study of Liberal Education for Adults, March 1963.

This is the report of the first phase of an on-going inquiry into the nature of adult education in America as being conducted by J. W. C. Johnstone at the National Opinion Research Center. Report summarized the data produced by many surveys.

Council on Social Work Education. Community Organization, Community Planning, and Community Development: Some Common and Distinctive Elements. New York, The Council, 1961.

This book presents three papers on community organization, community planning and community development as delivered at the Ninth Annual Program Meeting of the Council on Social Work Education in Montreal, February 1-4, 1961. No reference to educational institutions.

Crosby, Muriel. Adventures in Human Relations. Chicago, Follett, 1965.

A detailed description of the Three-Year Experimental Project on Schools in Changing Neighborhoods carried out in Wilmington, Delaware public schools. One section contains a description of the step-by-step process used in developing community involvement and responsibility.

DeCecco, John P. Educational Technology. New York, Holt, Rinehart and Winston, 1964.

A collection of readings that brings together research reports and theoretical discussions of psychologists and educators who are well known for their contributions to the knowledge about educational technology, programmed learning, and the psychology of learning.

Deutsch, K. The Nerves of Government. New York, Free Press, 1966.

The report seeks to analyze the enterprise of political thought. The objective is to develop a theory of both national and international politics. Analytical concepts and models are developed which purport to aid the individual in understanding our economy and which increase our power in use of politics. It suggests what facts are likely to be most relevant, and helps to order these facts into a meaningful context.

Duncan, Otis D. and others. Metropolis and Region. Baltimore, Johns Hopkins Press, 1960.

The situations described in this book pertain to mid-century United States of some 150 million people. It asks, "What serviceable image of 'metropolis and region' can be fashioned for a country of 300 million people?" The prospect for such a population size by the end of the 20th century is implicit in current growth rates, as is the channeling of much of the growth into areas now called "metropolitan" or in the process of transfer to that class.

Edgar, Earl E. Social Foundations of Education. New York, Center for Applied Research in Education, Inc., 1965.

Book studies the educational enterprise in the United States and is concerned with whether and how our educational system can educate the most numbers of young people of greatly diverse racial and ethnic backgrounds and individual capacities to meet the test of new and unprecedented societal tasks.

Educational Facilities Laboratories. Bricks and Mortarboard: A Report on College Planning and Building. New York, 1966.

A book for people who make basic decisions affecting the future of American higher education--college trustees, corporation and foundation executives, lawmakers and potential donors. It is not presented in the technical language of the educator. Rather, it brings the work of five professional writers together as a collection of information concerning what is happening in the four major types of campus buildings. The classroom, the laboratory, the library, and the dormitory are included in the design of the campus itself.

Etzioni, Amitai, ed. Complex Organizations: A Sociological Reader. New York, Holt, 1961.

A series of brief articles written by leaders in the field of organizational theory organized around seven general topics: (1) toward a theory of organizations, (2) organizational theory applied, (3) organizational goals, (4) organizational structures, (5) organization and society, (6) organizational change, and (7) methods for the study of organizations.

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Report on proceedings of a symposium held in Washington, D.C., on educational implications of automation. Several papers contain excellent discussions of the basic problems of adult education. No reference to community college and/or rural adults.

Garrison, William Louis. Studies of Highway Development and Geographic Change. Seattle, University of Washington Press, 1959.

Directed toward a better understanding of various aspects of the problem of highway transportation in Washington State. It centers

on the impact of highway facilities on nonusers. Changes in urban arrangement and the extent of urban land utilization that occur in response to highway improvements are stressed.

Giles, Frederic T., and Olson, Omar L. Community College Boards of Trustees: An Annotated Bibliography. Seattle, Center for the Development of Community College Education, University of Washington, 1967.

Divided search and bibliography into (1) selected references of particular relevance to the new trustee or administrator; (2) references which specifically relate to or deal primarily with the role of the trustee and the board at the community college level; and (3) references which deal primarily with the role of the trustee and the board in higher education in general.

Gillie, F. B. Basic Thinking in Regional Planning. New York Humanities, 1967.

A basic text aimed at trying to combine the "basic concepts" and "how-to-do-it" approaches in regional planning. Sections described as: The relationships of towns, fundamental problems--economic activities", and analysis of transportation and commerce should be valuable to outreach programs.

Gross, B. M., ed. Action Under Planning: The Guidance of Economic Development. New York, McGraw-Hill, 1967.

A collection of essays from a month long residential seminar, in which the authors were concerned to understand and to reconcile, the diverse interests and premises of various professions. The fields of inquiry included economics, political science, organization theory, sociology, psychology, psychiatry, history, and regional planning.

Gross, B. M., ed. "Social Goals and Indicators for American Society," The Annals, Vols. 371-373, May and September, 1967.

The current expansion of social indicator activity has been given impetus by: (1) the growing awareness of the contributions and limitations of economic information; (2) the implementation of the Planning - Programming - Budgeting System within the federal government; and (3) specific proposals for increasing utilization of social information. The development and use of social information should not be thought of solely in executive agency terms--there is a creative role for congress in this area.

Harper, Ernest B., and Dunham, Arthur, eds. Community Organization in Action: Basic Literature and Critical Comments. New York, Association Press, 1959.

Book draws together a collection of "readings" representing the state-of-the-art in social work. Sections on community organization and principles of action research could be helpful in development of programs in separate communities.

Henry, Harold W. Long-Range Planning Practices in 45 Industrial Companies. Englewood Cliffs, Prentice-Hall, 1967.

An analysis of long-range planning systems in 45 corporations, including some of the largest and most successful business firms in the United States. Focus is on "formal" long-range corporate planning practices. Being aimed at serving as a general guide the author presents very little synthesis towards an ideal model. Because of the wide variety of topics covered within planning the book may serve as a valuable guide to community college administrators.

Hirsch, Werner Z., ed. Regional Accounts for Policy Decision. Baltimore, Johns Hopkins Press, 1966.

This book presents a series of papers designed to investigate regional accounts and information systems which will elucidate and provide help for specific regional policy decisions. One paper, "Regional Accounts for Public School Decisions," provides a theoretical framework within which educational decisions can be analyzed. Because of its theoretical approach, the model presented may be adopted for practical decision-making.

Hunter, Floyd, and others. Community Organization: Action and Inaction. Chapel Hill, University of North Carolina Press, 1956.

Reports a study of the processes used by a community (Salem, Massachusetts) in a self-study of health needs and action. By systematic observation, insights were gained about community organization which can be utilized in meeting local health needs. In addition to the normal power-influence conclusions, this book presents a chapter ("Community Organization--University and Reality") of synthesis that could prove useful for planning outreach into communities other than the one in which the community college is located.

Hunter, Floyd, and others. Community Power Structure: A Study of Decision Makers. Chapel Hill, University of North Carolina Press, 1953.

Study of power leadership patterns in a city of a half million population. Analysis does not consider educational institutions directly.

Isard, Walter. Methods of Regional Analysis: An Introduction to Regional Science. Cambridge, Published jointly by the Technology Press of the Massachusetts Institute of Technology and Wiley, New York, 1960.

This book makes available in a relatively simple and clear-cut form the several techniques of regional analysis which have been proved to have at least some validity. An attempt is made to set forth the virtues and limitations of each of these techniques so that the research worker and policy maker may be able to judge its applicability for a particular regional situation and problem.

Jamrich, John X., and Weinstock, Ruth. To Build or Not to Build: A Report on the Utilization and Planning of Instructional Facilities in Small Colleges. New York, Educational Facilities Laboratories, 1962.

A report on the utilization and planning of instructional facilities in small colleges, based on research done by John X. Jamrich, Assistant Dean, College of Education, Michigan State University. Planning processes, institutional characteristics, physical characteristics, and the utilization of space and the improvement of space utilization are the areas covered by this book. An extensive set of tables makes the reading easy.

Kreitlow, Burton W., and others. Leadership for Action in Rural Communities. 2nd ed. Danville, Illinois, Interstate, 1965.

This book has four parts dealing with the setting for leadership action, the principles and practices of leadership, programs for action, and a summary. The program of action section has a separate case study problem and solutions. Seventeen illustrations aid in making the book more understandable.

Le Breton, Preston P., and Henning, D. A. Planning Theory. Englewood Cliffs, New Jersey, Prentice-Hall, 1961.

This is a book on planning theory. Three parts include: the planning process, the dimensions or characteristics of a plan, and the influence a set of dimensions have on planning. The book is not an elementary text on planning but rather a sophisticated treatise on the subject.

Loughary, John W., ed. Man-Machine Systems in Education. New York, Harper & Row, 1966.

A book in five parts: Part 1, the theoretical and conceptive background for machine systems; Part 2, a discussion of various machine systems in education; Part 3, application of the machine system to education; Part 4, pupil personnel system; Part 5, further development and implementation of the machine system and the non-machine support needed.

Lowry, Ritchie P. Who's Running This Town? Community Leadership and Social Change. New York, Harper, 1965.

A study of small American communities in the mid-twentieth century. The author reports on findings concerning large effects on society that are caused or abetted by the small community.

Mac Kaye, Benton. New Explorations: A Philosophy of Regional Planning. Urbana, University of Illinois, 1962.

Probably the first book written in the U.S. concerned with regional planning. Though written in 1928 it still has a great deal of meaning for anyone planning expansion of facilities today. Conservationist by nature, Mac Kaye holds the interest of all nature-lovers at once.

Martin, R. C. Metropolis in Transition: Local Government Adaptation to Changing Urban Needs. Prepared for the Housing and Home Finance Agency under the Urban Studies and Housing Research Program. Washington, D. C., Government Printing Office, 1963.

With the rapid population growth has come a concomitant increase in the complexities of metropolitan living: water shortages, water and air pollution, inadequate schools, traffic conjestion, urban sprawl. This volume provides an excellent study of different approaches in adapting local government to the changing metropolitan scene.

Meyer, Harold D., and Brightbill, Charles K. Community Recreation: A Guide to Its Organization. 3rd ed. Englewood Cliffs, New Jersey, Printice-Hall, 1964.

The authors present a guide to recreation in the U.S. and Canada for professional recreation personnel. This volume details the organization of recreation in the broadest sense. Both authors are connected with recreation, teaching, and administration. The appendix contains a listing of agencies and organizations concerned with recreation.

Moos, Malcolm, and Rourke, Francis E. The Campus and the State. Baltimore, Johns Hopkins Press, 1959.

A study of the challenge and response in relationships between public institutions and state governments. Authors believe that the trend toward increased centralization within states has contributed to greater stress between public colleges and universities and the government.

Mosher, F. and Poland, O. The Costs of American Government: Facts, Trends and Myths. New York, Dodd, Mead, 1965.

It is the conviction of the authors of this study that fiscal issues lie at the center of politics in the greatest sense of that term, and that, therefore, the understanding of the background, the elements, and the trends of public finances is essential in a viable democrary.

Mott, Basil J. F. Anatomy of a Coordinating Council: Implications for Planning. Pittsburgh, University of Pittsburgh Press, 1968.

A study that deals with the coordinating process as it is embodied in the mechanism of an interagency committee at the state level in New York. The study delineates many issues central to the understanding of the process of coordination, and contributes to an understanding of organizational and political life in general.

National Commission on Community Health Services. Health is a community affair. Cambridge, Harvard University Press, 1966.

This report is a synthesis of six task force explorations and a report on community action studies drawn from twenty-one communities extending across the nation. It has sought to incorporate

into its recommendations the thoughts and experiences of citizens with wide-ranging responsibilities and interests.

Nelson, Lowry, and others. Community Structure and Change. New York, Macmillan, 1960.

A theoretical frame work for community analysis and a demonstration text for application of the theory to community development. This book employs three main features: a dependence on theoretical concept, a simple terminology, and a practical use of the theory. The authors are professors at the Unviersity of Miami, Cornell University and Florida State University, respectively.

Norse, Hugh O. Regional Economics. New York, McGraw-Hill, 1968.

An introduction to location theory and regional economic development. Chapter 9 ties economic analysis and theory together in order to aid in the prediction of location changes resulting from population growth, economic change and technological growth.

Perloff, Harvey S. and Dodds, Vera W. How a Region Grows: Area Development in the U.S. Economy, Supplementary Paper No. 17. New York, Committee for Economic Development, 1963 (145 pp.).

A condensed version of a 1960 volume entitled Region, Resources, and Economic Growth, this shorter book attempts to present statistically an illustrated history of the economic impact of mining, agriculture, and industry on regional economy in the United States. With twenty-three tables and twenty-one illustrated figures the author reviews population and employment changes since 1870. Since the major focus is on broad geographic units rather than individual states or counties most of the information is too generalized for application to a particular community college district. However, at the end of the book the author acknowledges the sources of his information, thus providing an excellent list of references for further study.

Presthus, Robert. Men At the Top: A Study in Community Power. New York, Oxford University Press, 1964 (433 pages, Appendix 434-76).

This volume covers a demographic survey of two small communities (populations of approximately 6,000) in upstate New York. The researcher obtained extensive statistical data on the populations and developed instruments to identify community leaders and influential groups. The main purpose of the study is to analyze the political implications of group interactions in community decision making, including school bond issues.

Rarig, Emory W., Jr. (ed.). The Community Junior College: An Annotated Bibliography. New York, Teachers College Press, Columbia University, 1966 (109 pages plus author index).

Approximately 500 entries are included, arranged in the following topics: Research Tools, History, Functions and Purposes, Organization and Administration, Students, Programs, Personnel, Facilities, and Research.

Reid, Christopher J. and MacLennan, Donald W. (ed.). Research in Instructional Television and Film. U.S. Department of Health, Education, and Welfare. Washington, D. C., U. S. Printing Office, 1967 (193 pp).

An abstraction of experimental literature on instructional film and TV done since 1950, this volume reviews nearly 350 research studies. After twenty pages of introduction explaining terms and variables the editors devote the rest of the book to summaries of individual studies arranged alphabetically by the researcher's name. Many studies were conducted at the college level. Since most experiments used control groups to evaluate differences of student performance in relation to instructional media there is little discussion of economic factors or innovative outreach experiments.

Reiff, Robert and Riessman, Frank. The Indigenous Nonprofessional: A Strategy of Change in Community Action and Community Mental Health Programs. Community Mental Health Journal Monograph No. 1, Lexington, Massachusetts, Behavioral Publications, Inc., 1965 (29 pp. plus 3 pp. of references).

In the introduction the authors describe the "indigenous nonprofessional" as a member of a social group recruited and trained by professionals in the area of human service to assist in overcoming the social problems of their own group. Pointing to the shortage of highly skilled professionals in proportion to the number of individuals requiring their services, this pamphlet outlines procedures which have been successful in the past in identifying and training local personnel.

Reitan, Henry M. and Lander, Richard E. "Educational Innovation in Community Colleges of the Northwest and Alaska." Seattle, Washington, Center for the Development of Community College Education, Occasional Paper # 8, 1968 (53 pp. plus appendices and index).

Reporting the results of a survey including forty-five community colleges in far western states and Alaska, the authors categorized innovative programs into nine groups; technological aids, faculty utilization, facilities utilization, course and program planning, instructional patterns and programs, instructional organizations, scheduling and calendar arrangement, evaluation of programs and students, and, finally, miscellaneous additional innovations. All in all, ninety innovative practices are reviewed, many of which apply directly to outreach programs.

Rose, Arnold M. The Power Structure. New York, Oxford University Press, 1967.

Rose attempts to reconsiliate the power theories with the use of political analyses of the pluralists and elitists. The book contains summaries of the findings of many political researchers in the U.S. The chapter on the development of modern mass society and the hard realities of political power are followed by Rose's own political beliefs.

Rosenberg, Jerry M. Automation, Manpower, and Education. New York, Random House, 1966 (165 pp. plus bibliography and subject index).

Formerly a faculty member of Cornell's School of Industrial and Labor Relations, the author provides a wealth of material on educational and economic statistics with selected references to actual case problems. He has also referred to all relevant governmental programs and sources of funding for vocational and technical education, though much has changed since the publication date. He discusses educational needs from deprived pre-schoolers, through high school dropouts, to retired persons.

Rothenburg, J. The Measurement of Social Welfare. Englewood Cliffs, New Jersey. Prentice-Hall, 1961.

Writing about welfare economics, the author attempts to bridge the gap between the theory and the actual practices and policies in the administration of social welfare. The two sections on analysis outline his theories concerning the payment of compensation and the preference for payment. This book is a rather extensive text on social welfare and its implication in society.

Roucek, Joseph S. (ed.). Programmed Teaching: A Symposium on Automation in Education. New York, Philosophical Library, 1965 (194 pp.).

An anthology of essays by educational psychologists and educational media specialists, this book reviews diverse applications of "instructional hardware," teaching machines and television. Most of the thirteen entries provide an extensive review of literature related to theory and experimentation of some aspect of programmed instruction. Included is a chapter on the pros and cons of instructional television with comparison of advantages for different disciplines.

Schon, D. A. Technology and Change: The New Heraclitus. New York, Delacorte Press, 1956.

The author points out the process and problems of technological change and innovation in a concise manner. The chapters on climate of change and models for change might be of interest along with the appendix of examples of technological change. The bibliographic notes provide an additional list of readings.

Schramm, Wilbur and others. Programmed Instruction. Four Case Studies. New York, Fund for the Advancement of Education, 1962.

A discussion by the author of programmed instruction as it was in 1962 and some of the research on the results of this type of instruction. The book is elementary in its approach to the subject and is a good first test for those with little or no background in the objectives of programmed instruction.

Sondalle, Marvin P. (ed.). Planning, Programming, Designing the Community College: Proceedings of a Conference Sponsored by the College of Architecture and Urban Planning and the Center for the Development of Community College Education, University of Washington, April 24-25, 1967. Seattle, 1967.

The first two chapters of this report contain articles on the theory and implementation of institutional planning, including flow charts and alternate models for study and cooperation between administrators and physical planners. Two case studies, one dealing with Bellevue Community College and the other with California's Golden West College, present detailed drawings including projections made by urban planners and architects. Perhaps most useful of all are the questions generated by other conference members presented at the end of each case study and further covered in the concluding session on implementation and evaluation.

Stickler, W. Hugh, and Carothers, Milton W. The Year-Round Calendar In Operation. Atlanta, Southern Regional Education Board, Research Monograph No. 7, 1963.

With primary emphasis on financial considerations, this volume discusses the pros and cons of expanding summer programs. Fifty-four institutions were contacted to supply information. Though the geographic distribution is broad, only two junior colleges are represented. However, Chicago City Junior College is one of the nine institutions discussed in depth.

Sumption, M. R., and Engstrom, Y. School-Community Relations: A New Approach. New York, McGraw-Hill, 1966.

This volume's primary focus is on K-12 public school systems with very little reference to rural populations. In fact, greater attention is given to urban migration as an important influence in the changing nature of schools and communities. However, each of the ten chapters presents a set of issues and questions as well as a list of recommended reading. Careful attention is given to social, moral, and political pressures within the community.

Trow, William Clark. Teacher and Technology. New York, Appleton-Century-Crofts, 1963.

The author, an Educational Psychologist at the University of Michigan, discusses teaching machines, television, and other electronic media in the broader contest of institutional innovation. Besides commenting on the potential for the new media, he expands upon their implications for curricular change, recommending that colleges and schools abandon the Carnegie unit and utilize new testing techniques and programmed teaching methods to fully realize the benefits of the new technology.

Ulich, Mary E. Patterns of Adult Education: A Comparative Study. New York, Pageant Press, 1965.

A comparative study of adult education, this volume describes the historical growth and present structure of adult educational programs in Denmark, England, Germany, and the United States. Although over a third of the work is given to describing the development of programs in the United States the author manages to cover phenomenon, such as the famous Chautauqua traveling lectures, not discussed by more familiar histories of American Higher Education.

Furthermore, her description of the "Folk High Schools" of rural Denmark and the "Free Folk High Schools" of Germany suggest interesting alternatives to some contemporary practices in the U.S.

Warren, Roland Leslie. The Community in America. Chicago, Rand McNally, 1963.

Offering extensive theoretical material on community structure and methods of sociological investigation, the author also includes a chapter (pp. 95-134) which reviews four actual community studies. Chapter ten (pp. 303-339) suggests models for developing a systematic analysis of community actions.

Warren, Roland Leslie. Perspectives on the American Community, A Book of Readings. Chicago, Rand McNally, 1966.

Offering a broad review of literature on the American community, this volume contains 58 different articles, most of which are reprints or condensations of important works. Although a few of the contributions have limited bibliographies or statistical tables the main thrust of work is theoretical. No entries give significant attention to education. However, some articles treat other social organizations in rural areas.

Warren, Roland Leslie. Studying Your Community. New York, Free Press, 1965.

Considered a "working manual" for community study, this book presents questions relevant to analysis of the various aspects of geographic and demographic research. The author has also provided lists of available information or statistical sources for studying each aspect of communities including education, aids to family living and child welfare, public assistance, and special groups including migrant farm workers.

Wilson, Logan, ed. Emerging Patterns in American Higher Education. Washington, D.C., American Council on Education, 1965.

This volume contains thirty-four essays by prominent educators. Many of the contributions were first presented at the 1964 meeting of the American Council on Education. Parts 3, 4, and 5 (pp. 86-210) discuss "The Emergency of State Systems," "Voluntary Arrangements," and "Interinstitutional and Interstate Arrangements." These chapters contain statements of policy in a variety of states, including some with primarily rural populations.

Wood, Elizabeth. Social Planning: A Primer for Urbanists. Brooklyn, Pratt Institute, 1965.

Although the author attempts to provide a broad national context for urban problems, commenting upon migration from rural areas, etc., the main value of her work is as a critique of large city welfare services. After reviewing various agencies in terms of their functions and limitations she provides two appendices, one containing governmental definitions of poverty level incomes and the other offering case studies. The latter comment is upon the need for vocational education at the most elementary level.